**Classroom Intervention Plans**

Group Members:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Week of:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **PHASE ONE** | | |
| **Words for Fluent Writing:**  Teacher selects one or two partially known high frequency words to bring to fluency. |  |  |
| **Word Study**:  Teacher selects exemplar words to teach a principle. | **Words:** | **Words:** |
| **Guided Reading**:  **Before Reading**: Introduce the text.  **During Reading**: Prompt for strategic processing.  **After reading**: Discuss text at a meaning level and revisit strategies used and neglected during reading. | **Book One**  **Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Level\_\_\_\_\_\_\_**  **Book Introduction:** | **Book Two**  **Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Level\_\_\_\_\_\_\_**  **Book Introduction:** |
| **PHASE TWO** | | |
| **Assessment:**  Teacher takes running record on two or more students using the guided reading text from the previous day’s lesson.  **Independent Reading:**  Other students read from their independent reading baskets. | **Focus Students:** | **Focus Students:** |
| **Writing About Reading:**  Teacher administers a prompt that promotes deeper comprehension about the previous day’s guided reading text. Each student constructs an oral response before writing and the teacher provides support as needed.  **Individual Writing Conferences:**  Teacher responds at the meaning level and validates the problem solving processes. | **Prompt:** | **Prompt:** |